**Lesson Plan #3**

**Name:** Rachelle Burgess

**Age/Grade Level:** 3rd Grade

**Subject Area:** General Music

**Unit Title:** Harmony

**Lesson Title:** Experience Instrumental Harmony

**Estimated Time:** 40 minutes

**Well written See comments below 10/10**

**Purpose/Rationale for Lesson: .**

The primary purpose of this lesson is for students to experience and perform harmonic music on instruments. It will also reinforce their mastery of performing harmony on their first instrument: voice.

**Curriculum Framing Questions: .**

**Essential Question:** How can we and why should we collaborate musically with other people?

**Unit Question that applies to this lesson:** How is harmony performed?

**Content Question:** Does melodic harmony have to be vocal?

**Content Question:** In what other ways can we perform harmonically?

**Goals: .**

1) Perform harmony on instruments, both melodic *and* rhythmical

independent musical parts.

2) Continue mastery of singing melodic and rhythmical independent parts.

3) Continue mastery of recorder technique.

4) Distinguish different names of instruments in the mallet percussion family.

5) Describe the sound (timbre) of different mallet percussion instruments.

**Learning Objectives: MENC Standard**

**In order to perform harmony on instruments, both melodic and**

**rhythmical independent musical parts, students will:**

--Play two rounds on a variety of pitched mallet percussion instruments. (2)

--Play a round on the soprano recorder. (2)

--Play a melody and/or an ostinato on pitched mallet percussion

instruments. (2)

**In order to continue mastery of singing melodically and rhythmically**

**independent parts, students will:**

--Sing two different rounds in two part harmony. (1)

**In order to continue mastery of recorder technique, students will:**

--Play a two part round on the soprano recorder. (2)

**In order to identify the different names of instruments in the mallet percussion family,**

**students will:**

--Stand up when their instrument is called.

--Describe attributes of their instrument when called upon, and compare those attributes

To the attributes of other instruments.

**In order to describe the sound (timbre) of different mallet percussion instruments,**

**students will:**

--Answer questions about their instruments sound qualities when called upon.

**Curriculum Standards: .**

**MENC National Standards-**

#1: Singing alone and with others, a varied repertoire of music.

#2: Performing on instruments alone and with others, a varied repertoire of music.

**Materials Needed: .**

--Hot Cross Buns Sheet with melody and ostinato (self made)

--“Ah Poor Bird” mastercopy (Portland State Kodaly Course. Summer, 2010).

-- “All Things Shall Perish” sheet (150 Rounds, p.4).

--“The Swan” mastercopy (Portland State Kodaly Course. Summer, 2010).

--Approximately 26-30 mallet percussion instruments.

--Approximately 26-30 soprano recorders.

--Mallet Percussion powerpoint presentation. On first slide there is too much text so that when you present it the final words don’t show. Otherwise excellent use of color/text/graphics. 10/10

**Background knowledge or skills students need prior to lesson: .**

--Steady beat acquisition

--Unison singing in tune and basic experience with singing in rounds.

--Must know how to play recorder.

--Must have played any one of the 3 mallet percussion instruments previously.

--Must know (have played or sung) “Hot Cross Buns” (known song).

**Teacher Prep: .**

--Have powerpoint set up and ready to be presented.

--Set up Orff instruments into two groups prior to class, to facilitate playing songs in two part harmony.

--Sanitize 26-30 soprano recorders prior to class, so they are ready for playing.

**Hook/Warm Up: Time Allotted:**

“Hot Cross Buns” (Students will participate in order to perform harmony:

both melodic and rhythmic independent musical parts on instruments).

--As students come into classroom, they are counted of in two’s.

Teacher instructs team 1 to sit behind the Orff instruments on the left side *4 minutes*

of the room, and instructs team 2 to sit behind the Orff instruments on the

right side of the room. Teacher (at xylophone in front of class) models

playing Hot Cross Buns (known song) while singing the note names (B A G).

Students repeat the song as one big group until it can be reproduced accurately.

--Teacher: “This next part of the song is called an “ostinato.” This means that

it is a harmony played underneath the main melody we already know.”

All students imitate the teacher’s singing of the note names (G D G) and playing of the

ostinato in chunks until the ostinato can be reproduced accurately.  *1 minute*

--Teacher leads team 1 to play the melody and instructs them to play it

over and over until she cuts them off.

--Teacher lets the melody of team 1 run once, and then cues in team 2 to play

the ostinato in harmony with team 1’s melody.  *3 minutes*

**Procedures: Explicit Procedures Well written Time Allotted:**

1) Do warm up/hook activity, “Hot Cross Buns” (see instructions above) 8 *minutes*

2) Teacher: “We have previously called these ‘Orff Instruments.’

There are actually 3 different mallet instruments represented in this room,

and each has their own name Let’s take a further look at their differences and learn how

they sound by themselves, so we can understand how they will sound together.”

Teacher uses the powerpoint to guide her discussion of harmony and the attributes of each

instrument. Teacher: “The glockenspiel is the smallest, has metal bars, and sounds like bells”

(Show glockenspiel slide, and ask a student with a glockenspiel to play a few notes).

Teacher: “The xylophone is bigger, has wooden bars and it sounds warmer than

the metal bars.” (Show xylophone slide, and ask a student with a xylophone to play

a few notes.)

Teacher: “The metallophone is about same size as the xylophone, bigger than the

Glockenspiel, it has metal bars, and it sounds more brash than wooden bars but not

as piercing as the glockenspiel.” (Show metallophone slide, and ask a student with a

metallophone to play a few notes). *3 minutes*

3) Teacher uses the remaining slides to guide the acts described in the slides,

Teacher asks for xylophonists to stand up at appropriate time. Students

sitting behind a xylophone stand up. Teacher asks 1 or 2 of them what makes

their instrument a xylophone. Students answer that it has wooden bars, and

it’s bigger than a glockenspiel but the same size as the metallophones. It sounds

warmer than the metal bars (any or all of these are correct answers).

Teacher and students repeat this exercise with the glockenspiels and metallophones. *5 minutes*

4) Students imitate teacher’s model of “Ah Poor Bird” until song can be reproduced

accurately. *2 minutes*

5)Teacher cues students in, and students sing song in a two part round*. 2 minutes*

6) Students imitate teachers demonstration of singing the notes of “Ah Poor

Bird” and playing the song on a mallet percussion instrument until the melody can be

reproduced accurately. *2 minutes*

7) Students play “Ah Poor Bird” in a two part round on mallet percussion instruments. *2 minutes*

8) Students line up and each grab a reorder out of the sanitation basin. Students

imitate the teacher’s demonstration of “All Things Shall Parish” one line at a time

(in F Major) , not moving on until each individual line can be reproduced accurately. 8 *minutes*

9) Teacher cues team 1 in, then team 2 in, and students play “All Things Shall

Parish” in a 2 part round on soprano recorders. *4 minutes*

10) *Closure*

Students imitate teacher’s demonstration of “The Swan.” Teacher

Cues student’s in, and students sing “The Swan” in a 2 part round. *2 minutes*

*The objectives refer to harmony. How can you remind students of the lesson objectives or review what has been accomplished as you are closing.*

**Differentiation/Accommodation**: .

--ADHD student:

- Student can play his mallet percussion instrument with two hands, playing the songs in octaves.

- When singing songs, let the student keep his mallets and use them to keep the beat on his lap.

- Assign the student a “music buddy” to help regulate his behavior and keep him engaged.

--2 students with IEP’s for being 3 years below reading level:

- Read the mallet percussion instrument descriptions out loud, teacher tracking the words with her cursor on the powerpoint. Ask the students with IEP’s to summarize the descriptions of an instrument to make sure they were listening and watching.

- Discuss meaning of lyrics to “All things Shall Parish” and “The Swan.” and “Ah Poor Bird.” Give the student a lyrics page to follow, so they can follow along with the words while they sing the songs.

--TAG student:

**-** Encourage the student to play the ostinato for “Hot Cross Buns” with their left hand, and to play the melody with their right hand.

- Encourage the student to help others who are struggling. In the case of part singing, if another student is struggling with pitch, place the TAG student next to them.

**Attention to Literacy: .**

**New Vocabulary:** xylophone, metallophone, glockenspiel. ostinato

**Review Vocabulary:** Orff Instruments

**Assessment and Evaluation of Student Learning: Clear criteria for assesment.**

**Total Points Possible Today: 7 points (1/field demonstrated).**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Attend | Sings  Melody  In  Tune | Stands up when inst. is called. | Plays  Harmony on recorder | Plays  Harmony  On perc. Inst. | Play and sing  Rhythms  In time | Sings  Harmony | X/7 |
| Carrie |  |  |  |  |  |  |  |  |
| Adam |  |  |  |  |  |  |  |  |
| Ben |  |  |  |  |  |  |  |  |
| Jerry |  |  |  |  |  |  |  |  |
| Alice |  |  |  |  |  |  |  |  |
| Stacey |  |  |  |  |  |  |  |  |
| Amara |  |  |  |  |  |  |  |  |
| Lucy |  |  |  |  |  |  |  |  |
| David |  |  |  |  |  |  |  |  |
| Isabella |  |  |  |  |  |  |  |  |
| Darren |  |  |  |  |  |  |  |  |
| Josh |  |  |  |  |  |  |  |  |
| Jerrod |  |  |  |  |  |  |  |  |
| Astrid |  |  |  |  |  |  |  |  |
| Tobias |  |  |  |  |  |  |  |  |
| Tammi |  |  |  |  |  |  |  |  |
| Eliott |  |  |  |  |  |  |  |  |
| Peggy |  |  |  |  |  |  |  |  |
| Luca |  |  |  |  |  |  |  |  |
| Lydia |  |  |  |  |  |  |  |  |
| Juan |  |  |  |  |  |  |  |  |
| Yesenia |  |  |  |  |  |  |  |  |
| Alex |  |  |  |  |  |  |  |  |
| Ingrid |  |  |  |  |  |  |  |  |
| Carlos |  |  |  |  |  |  |  |  |
| Aparna |  |  |  |  |  |  |  |  |

**Lesson Test Population:**

About 26 students

About 50%male, 50%female.

Behavioral Issue: 1 student is diagnosed with ADHD.

Academic: 1-2 students have IEP for reading/writing three grade levels below class grade.

One other of your choice: TAG